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ABSTRACT

An outline and related bibliography for a world peace course is presented in this paper. Designed for the college student, the course encompasses an interdisciplinary approach focusing primarily on the philosophical and the psychological aspects of the problems of peace. In this paper, the author also reflects on his involvement in the development of this course and the students response to it. Some of his general observations in teaching the course are that: 1) some students seem to oppose world government because they are convinced that all governments are villians; 2) many students have no sense for the historical aspects of problems; and, 3) many students feel that the moral aspects of war and war practices are irrelevant because "nobody cares anyway." (DFI)

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Two Years of Experience in Teaching an Undergraduate Course on
World Peace.

by

Dr. Leon Thiry

Sp005 179

DR. L. THIRY - Two years of experience in teaching an undergraduate course on World Peace.

1. Why did I take the initiative to have this course introduced?

a) I had read reports about similar courses being offered by universities in the United States; while I knew of nothing comparable being done here in Canada. That, in fact here in Canada we offered very little in our courses of study, was confirmed by a survey conducted by Paris Arnopoulos in 1969.

The results of this survey were presented at the annual conference of the C.P.R.E.A.

I quote from this report:

"The information uncovered by this project confirmed our suspicions that there is very little systematic peace research and education in Canada. Most of what passes as peace studies is the description of International Relations in general and not the ways and means of resolving conflict and promoting peace. Furthermore, most academics do not regard peace studies as a distinct field of endeavour, but only as one of the topics to be treated in passing within international relations. Most professors did not know of the existence of this Association, but were quite interested in this fact, and wanted to know more about CPREA. This indicates that although the present state of peace studies in Canada is meagre, there is hope in the future".

I felt somewhat uneasy about our universities lagging behind the institutions of the United States in a matter which seemed to me to be urgent and important. I do not feel humiliated through the fact that we cannot compete with the United States as far as space research and moon landings are concerned; but that we do not compete with the States - not even proportionately speaking - in peace research, I consider that a rather disturbing situation. Therefore, I decided to do something - however little - about it.

b) I had heard many students complaining that the courses offered in our university calendars were irrelevant and not suitable to prepare our young people for making a worthwhile contribution to the solution of the great problems that threaten the survival of mankind. Although I think that there is some exaggeration in this view, there is also a good deal of truth in it. Because of the increasing specialization of knowledge and the continuous departmental fragmentation, there are topics that are not dealt with in a comprehensive manner in any of the courses we offer. This is the case also for the problem of war and peace. The students hear something about it in Political Science, Psychology, Economics, History, Ethics, etc. Thus I decided to try to get the cooperation of these various departments and to start a course which would be to some extent an interdisciplinary course. I am happy to say that I found my colleagues quite willing to cooperate, especially Dr. Donald Morgenson from the Psychology Department. I worked out an outline and the Department of Philosophy agreed that we would offer this course as a senior

course in Philosophy without any prerequisites other than that freshmen were not admitted. In order to make the course more interdisciplinary, the Department of Psychology has now agreed to offer the course for credit also in Psychology, starting with the academic year 1972/72. (Explain in what sense that favours a greater enrollment).

2. How did the students respond?

The response from the students was encouraging. They showed their interest in the course not only through an enrollment that surpassed the average enrollment in a senior philosophy course by a good margin, but also through their concern that the course be continued in future years possibly in an improved format. As far as this improvement is concerned, the students did not agree among themselves. By comparing criticisms and suggestions I have come to the following conclusions:

a) the course will have to be more closely linked to action for peace. The students must be given not only information about the problems of war and peace, but an opportunity to become involved either in a kind of extracurricular peace action or at the level of research. This year three students had at their own initiative undertaken studies which went far beyond what a teacher has the right to request a student to do as term-work. Two of them had received their topic from Dr. N. Alcock and worked in cooperation with the Canadian Peace Research Institute at Oakville. The third had all by himself set out to create what he called "A Predictive model for armed conflict". It involved a great deal of computer work. I sent a copy of this study to Dr. Alan Newcombe who considers it worthy of being published as a complement to the so-called tensiometer. During the summer months I have to find a certain number of projects at which I can get the students started early in the year. One of them will have to do with our educational system here in Ontario. It was suggested to me by the answers given to one of the questions of the final take-home examination. The question read as follows:

"We are in an age when issues must be looked at from a world, rather than a national interest, point of view. This means a different way of thinking about them that is not narrowly nation-centered. It involves the toleration and respect for the views of others, a genuine effort to judge issues objectively on their merits, the understanding that in the long run national welfare and the general good of mankind coincide. Such a way of thinking rests on enlightenment and education.

What are in this respect the strength and weaknesses of our educational system as you know it from your experience at the public, secondary and higher levels?

In what ways can this system be improved in order to serve the above-mentioned requirement?"

Quite a number of students had chosen to answer this question and I received a great deal of sensible criticism of the present situation as well as constructive suggestions for improvement of the actual practices. I intend in particular to have them study the history books to find out to what extent they teach prejudice and how some chapters of these books would have to be rewritten in order to become historically truthful and at the same time conducive to understanding and toleration.

During the past year we have already made an effort to offer those students who showed more concern and willingness to participate in the course, over and above attending the lectures, an occasion to do so. Starting toward the end of November, we set the Friday lecture aside for student involvement. A student may present a critical analysis of a recent book followed by a discussion, or he would take a critical approach to the teaching given in class or just present his own views on a particular aspect of the War-Peace problem; we also organized panel discussions. From November to the middle of March we had no difficulty in finding volunteers to provide this diversion from the lecture method used otherwise in the course.

b) I will have to restructure the outline. If you look at the outline you will see that I give as the only alternative to war a political reorganization of the world along the lines of world federalism and world government. The students were in general rather skeptical in regard to world federalism and some of them considered my procedure as an attempt at indoctrination; (I belong to the WFC and have been for three years the president of the local branch), and they resented that. I will certainly have to present pacifism and non-violent resistance as another alternative to war rather than dealing with this topic as an appendix to the notion of the just war, as I do in the outline.

3. General comments.

There are three more points which I wish to mention.

a) Another reason why some students oppose world government as a viable alternative to war is the conviction that governments are the villains. According to them world government means more government; what we need is less government. Governments are responsible for all the evils we suffer from. Therefore the only alternative to war as well as to all other social ills is "Rational Anarchy".

(Mention the visit to the class by Max Saltsman).

b) I have found that many of our students have no sense for the historical aspect of problems. I gave some lectures on the so-called peace plans, especially

Kant's treatise Perpetual Peace. Some students considered that a waste of time, because they felt that such studies are in no way helpful in solving our contemporary problem of war and peace. They refuse to believe that we can and even ought to learn something from history, even if it were only how not to do it. I attribute this attitude to the general lack of interest for scholarship which we observe in many of our undergraduate general arts students.

c) Concerning the moral aspects of war and war practices, there exists a similar distrust of such studies as for example whether obliteration bombing or the use of nuclear weapons could ever be ethically justified. Too many students tend to discard this kind of problem as totally irrelevant "because nobody cares anyway".

WATERLOO LUTHERAN UNIVERSITY

Reading List for Philosophy 230/280
The Quest for World Peace

Dr. L. Thiry

1972/73

<u>Author</u>	<u>Title</u>	<u>Call No.</u>
Bainton, Roland H.	Christian Attitudes Toward War and Peace.	BT 736.2 B3
Benoit, E. & Boulding, K.E., eds.	Disarmament and the Economy.	HC 106.5
Bouthoul, Gaston	War.	
Brook, David, ed.	Search for Peace: Readings in International Relations	JX 1308 B6
Burton, J.	Peace Theory Preconditions of Disarmament	JX 1952 B 825
Carpenter, J.H.	Peace through cooperation.	HD 2961 C3
Corradi, Gemma	Philosophy and Coexistence	B 804 C58
Cousins, Norman	In Place of Folly	
Erasmus Desiderius	The Complaint of Peace	JX 1942 E78
Etzioni, Amitai	The Hard Way to Peace	JX 1974 E75
Etzioni, A. and Wenglinsky, ed.	War and Its Prevention (Reader)	JX 1395 E89
Ewing, A.C.	The Individual, the State and World Government	JC 571 E9
Falk, Richard	Legal Order in a Violent World	JX 1952 F 25
Falk, R.A. and Mendlovitz, S.H. (ed.)	The Strategy of World Order. 4 vols.	
Friedrich, Carl Joachim	Inevitable Peace	JX 1946 K 3 F7
Gardner, R. N. (ed.)	Blueprint for Peace	JX 1995 G 37
Garaudy, R. and Lauer, Q.	A Christian - Communist Dialogue	BR 128 A8 G3
Guerry, Emile Maurice,	The Popes and World Government Abp., 1891-	JX 1954 .G733
Hensman, C. R.	From Gandhi to Guerara	D 843 H 43
Holsti, Ole R.	Crisis, Escalation, War	JX 1255 HG
Herman, S.	Eleven Against War	JX 1952 .H452
Hoover, H.C.	The Problems of Lasting Peace	JX 1953 H73
Jaspers, Karl	The Future of Mankind	D 843 J 37
Pope John XXIII	Encyclicals of Pope John XXIII (Pacem in Terris)	BX 870 1958a BX 860 A 36 C.1

<u>Author</u>	<u>Title</u>	<u>Call No.</u>
Johnstone, K. et al.	Peace is still the price	JX 1974 P 37
Kedourie, Elie	Nationalism	JC 311 K 37
Kennedy, J.F.	The Strategy of Peace	E 835 K 48
Larson, A. ed.	A Warless World	JX 1952 .L517
Lentz, Th. F.	Towards a Science of Peace, turning point in human destiny	JX 1952 L526
Maritain, J.	Man and the State	
Martin, Paul	Canada and The Quest for Peace.	F 1034 .2 M 3
McLuhan, H.	War and Peace in the Global Village	CE 478 M24
Meerlo, J.A.M.	That Difficult Peace	CB 427 M 4
Meyer (Cord, Jr.)	Peace or Anarchy (#1226 Boston, Little, 1947)	JX 1952 M38
Millis, W. and Real, J.	The Abolition of War	
Millis, Walter et al.	A World Without War	JX 1963 . M58
Morgenthau, H.J.	Politics among Nations	JX 1391 M6 1967
Murray, J.	Morality and Modern War	BT 736.M87
Nathan, O. & Norden, H. (eds.)	Einstein On Peace	JX 1952 E 44
Newfang, O.	The Road to World Peace; a federation of nations.	JX 1952 N 35
Niebuhr, Reinhold	The Children of Light and the Children of Darkness.	JC 571 N 5
Pauling, Linus Carl	The Nobel Peace Prize Lecture.	UF 767 P32
Pearson, George	Towards One World. Cambridge Univ. Press	D 210 P 34
Pearson, L. B.	The Four Faces of Peace and the International Outlook.	JX 1395 P 38
Pearson, Lester B.	Peace in the Family of Man.	JX 1395 P 383
Pickus, R. & Woito, R.	To End War	
Rakove, Milton L. (ed.)	Arms and Foreign Policy in the Nuclear Age. (Reader)	
Ramsey, Paul	War and the Christian Conscience	BT 736.2 R 25
Reves, Emery	The Anatomy of Peace	JX 1952 R 44
Rikon, J.	Peace as it can be	JX 1963 R 53
Russell, B.	Has Man a Future?	
Russell, B.	Common Sense and Nuclear Warfare.	

Philosophy 230/280 Reading List 72/73

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<u>Author</u>	<u>Title</u>	<u>Call No.</u>
Stankiewicz, W.J.	In Defense of Sovereignty	JC 327.S7
Szent - Gyorgyi Albert	The Crazy Ape	BJ 57 S 96
Taft, W.H. & Bryan, W.J.	World Peace	JX 1975 T3 1970
Teilhard de Chardin	The Future of Man	BD 450 T413
Thomas, N. M.	The Choices	HC 106.5 T46
Tooke, Joan	The Just War in Aquinas and Grotius	B 765 T54 T6
Toynbee, Arnold J.	Change and Habit	CB 19 T 58
Tucker, Robert W.	The Just War	U 21 .T8
Tucker, R.	Just War and Vatican Council II. a critique	U.21.2.T8
Wadsworth, J.J.	The Price of Peace	D 843 W 25
Ward - Jackson, Barbara	The Rich Nations and the Poor Nations	
Waskow, A.I.	The Worried Man's Guide to World Peace	
Wittner, L.	Rebels Against War: The American Peace Movement (1941-1960)	JX 1961 U 6 W 53
Wright, Quincy	The Role of International Law in the Elimination of War.	JX 3195 W 7 R 6
Wright, Quincy	A Study of War	U 21 W 7
Zahn, G.	An Alternative to War	BT 736.2 Z3

WATERLOO LUTHERAN UNIVERSITY
Waterloo Ontario

PHILOSOPHY 230/280 (The Quest for World Peace)
PSYCHOLOGY 230/280

Dr. L. Thiry
Dr. D. Morgenson

Required Texts:

- E. J. Hollins (ed.), Peace is Possible. A Reader on World Order.
I. Kant, Perpetual Peace (The Library of Liberal Arts).
R. A. Wasserstrom, War and Morality.

Course Requirements:

- First Term: a) one test at the end of the term;
b) two short book reviews (One for Dr. Thiry, one for Dr. Morgenson);
- Second Term: a) two term papers (one for Dr. Thiry, one for Dr. Morgenson).
b) a three-hour final examination covering the whole year's work.

Books on Reserve:

- J. G. Starke, An Introduction to the Science of Peace. Irenology.
D. A. Wells, The War Myth.
L. C. Lewin, (ed.) Report from Iron Mountain on the Possibility and Desirability of Peace.
M. L. Rakove (ed.) Arms and Foreign Policy in the Nuclear Age.

Topics:

Introduction:

- a) Definition of Peace;
- b) Special Importance of World Peace in the Nuclear Age;
- c) Peace Research as a Scientific Discipline;
- d) Relation of Peace Research to Peace Action.

Dr. Thiry. I. The Axiology of Peace.

- A. The Desirability of Peace.
 - a) Brief Survey of Conflicting Opinions;
 - b) The non-military functions of War;
 - c) The moral equivalent of War
 - d) Peace Plans (Kant).

B. "Just War" or "Pacifism". (Wasserstrom)

- a) Their function in History;
- b) Their meaning in the present;
- c) The Gandhian Philosophy of Non-Violence.

Dr. Morgenson. II. War and Peace, A Problem of Human Nature.

A. Theories of Causes of Violence/Roots of Aggression.

- a) Instinct Controversy (Freud/Lorenz/Ardrey/Morris et al)
- b) Frustration-Aggression Hypothesis and Violence (Dollard and Miller, et al)
- c) Social Learning Models (Bandura and Walters)
- d) The Psycho-biological Roots of Violence
 - 1. Laboratory Studies of Aggression

B. Violence, Mass Media and the Arts

- a) Television and Violence
- b) War Toys and the Peace Movement
- c) Violence and the Arts

C. Violence and the Masculine "Ideal"

- a) Sex-typing and the Masculine Hero (Socialization Process)
- b) Violence between the Sexes (crimes of passion, rape, homicide, etc.)
- c) The Violent Gang and "Machismo"

D. Black Violence in the 20th Century

- a) Black Rage and Contemporary Society
- b) The Ghetto and its Rioters

E. Violence as Policy

- a) The Crime of Punishment
- b) Law Enforcement and Violence (Legitimized Violence)
- c) The Death Penalty as Legitimized Violence
- d) Genocide and Massacres
- e) The Military Mentality

Required Text: Frank, J.D. Sanity and Survival.

Dr. Thiry. III. War and Peace, a Problem of Political Organization.

- A. Basic Notions of Political Philosophy.
- B. The unorganized international Community (The War System. Hollins, pp.218-266.)
 - a) The Myth of Sovereignty;
 - b) Relations between States of unequal cultural and economic conditions;
 - c) Peace Strategies: arms control, disarmament; balance of power, etc.;
 - d) The U.N.: strength and weaknesses.
- C. The contractually organized international Community. (The Abolition of War.)
 - a) World Government (Hollins pp. 100-173)
 - x) Imperialism;
 - y) Federalism;
 - z) Feasibility of a federal World State.
 - b) The U.N.: The Revision of the Charter.
- D. Rational Anarchy (The Abolition of War).

IV. Selected Questions:

- a) Change and Progress in a warless World; Hollins pp.266-277);
- b) The Christian-Marxist Dialogue on War and Peace; (Hollins, pp. 289-300);
- c) Danger Spots: Vietnam, Middle East, South Africa, Latin America, Outer Space, the Sea-bed.

Conclusion: The Future of Mankind.

PHILOSOPHY 230/280

RECOMMENDED BOOKS

Dr. D. Morgenson

Adorno	The Authoritarian Personality
Allport, G.W.	The Nature of Prejudice
Ardrey, R.	The Territorial Imperative
Arendt, H.	On Violence
Bandura, A.	Adolescent Aggression
Berkowitz, L.	Aggression: A social psychological analysis
Berkowitz, L.	Roots of Aggression
Buss, A.	The Psychology of Aggression
Caffi, A.	A Critique of Violence
Camus, A.	The Rebel
Carthy, J.D.	The Natural History of Aggression
Clausewitz, K.	On War
Cleaver, E.	Soul on Ice
Dollard, J.	Frustration and Aggression
Ellul, J.	Violence
Endelman, S.	Violence in the Streets
Gray, J.	The Warriors
Erikson, E.	Gandhi's truth on the origin of militant non-violence
Frank, J.	Sanity and Survival
Genoves Taraagga, S.	Is Peace Inevitable
Graham, H.	The History of Violence in America
Grier, W.	Black Rage
Gurr, T.R.	Why Men Rebel
Hollins, E.	Peace is Possible
Kant, I.	Perpetual Peace
Lasswell, H.	Psychopathology and Politics
Lorenz, K.	On Aggression
McNeil, E.	The Nature of Human Conflict
Montagu, A.	Man and Aggression
Pruitt, D.	The Theory and Research on Causes of War
Real, F.	The Aggressive Child/Controls from Within
Russell, C.	Violence, Monkeys and Man

Sartre, J.	On Genocide
Scott, J.P.	Aggression
Sharp, J.G.	Civil Disobedience and Violence
Sharp, J.G.	Exploring non-violent alternatives
Sorel, G.	Reflections on Violence
Spock, B.	Decent and Indecent
Stagner, R.	The Psychological Aspects of International Conflict
Starke, J.G.	An introduction to the Science of Peace
Storr, A.	Human Aggression
Szasz, T.	The Manufacture of Madness
Thrasher, F.	The Gang
Toch, H.	The Violent Man
Wells, D.A.	The War Myth
Wright, Q.	A Study of War
Wassestrom, R.A.	War and Morality
Wertham, F.	A Sign for Cain
Yates, A.	Frustration and Conflict